



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 10281203  
SAU: Calais School Department  
School: Calais Middle/High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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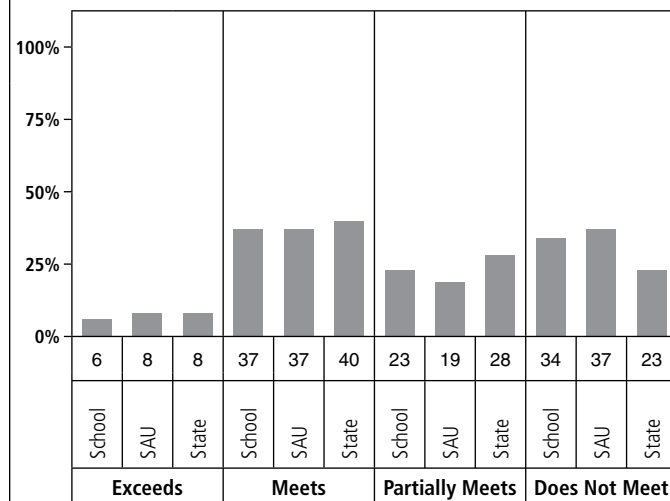
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

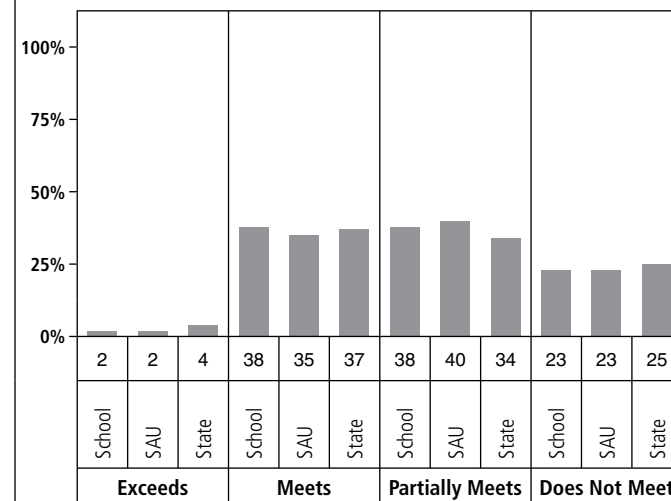
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1135 1136	1138 1136	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1138 1140	1139 1140	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1137 1137	1139 1136	1141 1140
<b>Science</b> 2007–2008	1139	1138	1141

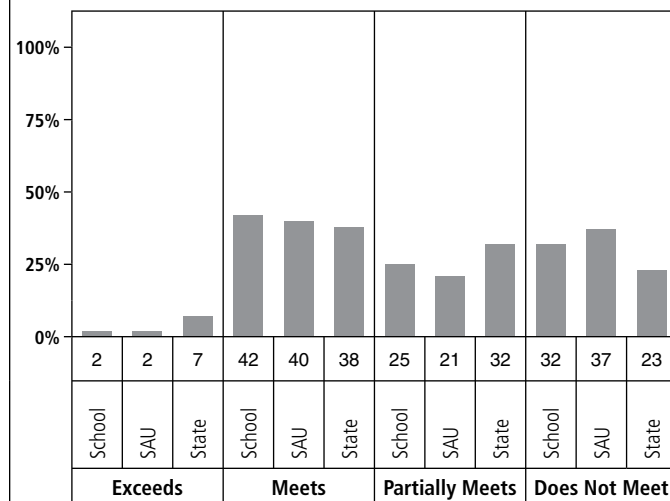
## CRITICAL READING



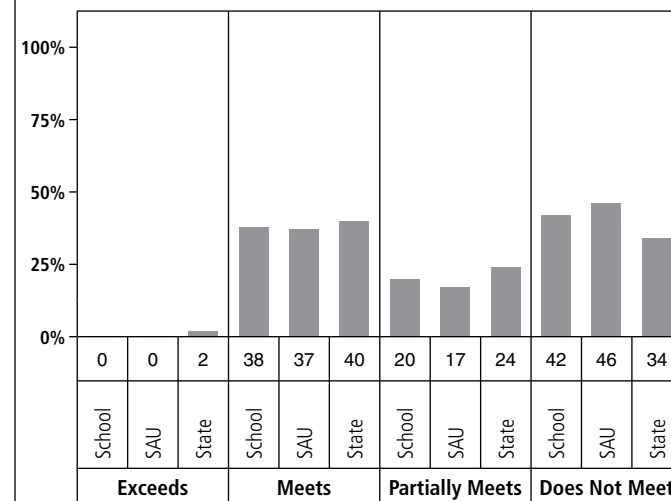
## MATHEMATICS



## WRITING



## SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	68	100	53	100	15604	100	65	96	52	98	14875	96	66	97	52	98	15165	97	65	96	52	98	14869	96	65	96	52	98	14961	96
Ethnicity African American/Black	0	0	0	0	305	2	0	0	0	0	261	86	0	0	0	0	286	95	0	0	0	0	260	86	0	0	0	0	280	93
American Indian or Native Alaskan	2	3	0	0	103	1	1	50	0	0	95	93	1	50	0	0	97	95	1	50	0	0	95	93	1	50	0	0	93	91
Asian or Pacific Islander	0	0	0	0	215	1	0	0	0	0	194	90	0	0	0	0	202	94	0	0	0	0	194	90	0	0	0	0	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	66	97	53	100	14841	95	64	97	52	98	14207	96	65	98	52	98	14457	98	64	97	52	98	14202	96	64	97	52	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	13	19	10	19	2247	14	11	85	9	90	2065	93	12	92	9	90	2138	96	11	85	9	90	2060	92	11	85	9	90	2081	93
Current LEP	2	3	2	4	648	4	2	100	2	100	508	79	2	100	2	100	564	87	2	100	2	100	507	78	2	100	2	100	534	83
Economically disadvantaged	26	38	21	40	4028	26	26	100	21	100	3682	92	26	100	21	100	3831	95	26	100	21	100	3679	92	25	96	21	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	59	87	47	89	13042	84	60	88	47	89	13332	85	59	87	47	89	13042	84	60	88	47	89	13192	85
Identified disability (PET/IEP)	6	10	5	11	739	6	7	12	5	11	810	6	6	10	5	11	739	6	7	12	5	11	791	6
LEP	2	3	2	4	399	3	2	3	2	4	456	3	2	3	2	4	399	3	2	3	2	4	436	3
504 plan	3	5	3	6	196	2	3	5	3	6	204	2	3	5	3	6	196	2	3	5	3	6	201	2
Participation with accommodations	6	9	5	9	1623	10	6	9	5	9	1624	10	6	9	5	9	1625	10	5	7	5	9	1567	10
Identified disability (PET/IEP)	5	83	4	80	1117	69	5	83	4	80	1119	69	5	83	4	80	1119	69	4	80	4	80	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	1	17	1	20	367	23	1	17	1	20	366	23	1	17	1	20	367	23	1	20	1	20	353	23
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1	0	0	0	0	202	1	0	0	0	0	202	1
Identified disability (PET/IEP)	0	0	0	0	209	100	0	0	0	0	209	100	0	0	0	0	202	100	0	0	0	0	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	3	4	1	2	693	4	2	3	1	2	399	3	3	4	1	2	699	4	3	4	1	2	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	4	5	3	5	1079	7
	2006-2007	1	2	1	3	1168	8
	<b>2007-2008</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	9	4	8	5	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	21	29	16	29	5697	38
	2006-2007	23	37	17	44	5714	38
	<b>2007-2008</b>	<b>24</b>	<b>37</b>	<b>19</b>	<b>37</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	68	34	52	36	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	20	27	14	25	4772	32
	2006-2007	15	24	8	21	4728	31
	<b>2007-2008</b>	<b>15</b>	<b>23</b>	<b>10</b>	<b>19</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	50	25	32	22	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	28	38	22	40	3595	24
	2006-2007	24	38	13	33	3444	23
	<b>2007-2008</b>	<b>22</b>	<b>34</b>	<b>19</b>	<b>37</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	74	37	54	37	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	65	4	6	24	37	15	23	22	34	1136	52	8	37	19	37	1136	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	0										0						248	4	21	27	48	1132
American Indian or Native Alaskan	1										0						94	5	27	28	40	1134
Asian or Pacific Islander	0										0						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	64	4	6	24	38	14	22	22	34	1136	52	8	37	19	37	1136	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	0	0	10	91	1118	9	0	11	0	89	1118	1823	1	9	24	65	1126
No	54	4	7	23	43	15	28	12	22	1140	43	9	42	23	26	1139	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	2										2						488	3	22	24	52	1132
No	63	4	6	24	38	15	24	20	32	1137	50	8	38	20	34	1136	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	26	2	8	5	19	6	23	13	50	1131	21	10	24	14	52	1131	3545	3	28	30	39	1134
No	39	2	5	19	49	9	23	9	23	1140	31	6	45	23	26	1139	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	65	4	6	24	37	15	23	22	34	1136	52	8	37	19	37	1136	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	26	2	8	8	31	7	27	9	35	1136	21	10	29	24	38	1134	7237	8	42	30	19	1142
Male	39	2	5	16	41	8	21	13	33	1137	31	6	42	16	35	1137	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	65	4	6	24	37	15	23	22	34	1136	52	8	37	19	37	1136	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						295	48	48	4	0	1161
No	65	4	6	24	37	15	23	22	34	1136	52	8	37	19	37	1136	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	0 1	0 2	0 1	0 2	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	19 25	30 38	13 18	33 35	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	22 25	35 38	16 21	41 40	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	22 15	35 23	10 12	26 23	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	66	1	2	25	38	25	38	15	23	1140	52	2	35	40	23	1140	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	0										0						274	1	12	31	57	1133
American Indian or Native Alaskan	1										0						96	2	24	30	44	1136
Asian or Pacific Islander	0										0						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	65	1	2	25	38	24	37	15	23	1140	52	2	35	40	23	1140	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	1	8	2	17	9	75	1131	9	0	11	22	67	1132	1896	0	8	22	70	1130
No	54	1	2	24	44	23	43	6	11	1142	43	2	40	44	14	1142	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	2										2						545	3	16	28	53	1135
No	64	1	2	25	39	25	39	13	20	1141	50	2	36	42	20	1141	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	26	1	4	5	19	11	42	9	35	1138	21	5	14	48	33	1138	3695	1	22	37	40	1136
No	40	0	0	20	50	14	35	6	15	1142	31	0	48	35	16	1142	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	66	1	2	25	38	25	38	15	23	1140	52	2	35	40	23	1140	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	26	0	0	7	27	15	58	4	15	1139	21	0	24	57	19	1138	7362	3	36	36	24	1140
Male	40	1	3	18	45	10	25	11	28	1141	31	3	42	29	26	1142	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	66	1	2	25	38	25	38	15	23	1140	52	2	35	40	23	1140	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	35	59	5	0	1158
No	66	1	2	25	38	25	38	15	23	1140	52	2	35	40	23	1140	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	3	4	2	4	952	6
	2006-2007	1	2	1	3	937	6
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>962</b>	<b>7</b>
	Cum. Total*	5	2	4	3	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	18	25	14	25	6055	40
	2006-2007	23	37	17	44	6167	41
	<b>2007-2008</b>	<b>27</b>	<b>42</b>	<b>21</b>	<b>40</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	68	34	52	36	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	26	36	19	35	4916	32
	2006-2007	22	35	13	33	4723	31
	<b>2007-2008</b>	<b>16</b>	<b>25</b>	<b>11</b>	<b>21</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	64	32	43	29	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	26	36	20	36	3221	21
	2006-2007	17	27	8	21	3227	21
	<b>2007-2008</b>	<b>21</b>	<b>32</b>	<b>19</b>	<b>37</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	64	32	47	32	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	65	1	2	27	42	16	25	21	32	1137	52	2	40	21	37	1136	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	0										0						248	2	19	30	49	1131
American Indian or Native Alaskan	1										0						94	3	19	38	39	1133
Asian or Pacific Islander	0										0						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	64	1	2	27	42	15	23	21	33	1137	52	2	40	21	37	1136	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	0	0	3	27	8	73	1121	9	0	0	33	67	1120	1825	1	7	23	69	1125
No	54	1	2	27	50	13	24	13	24	1140	43	2	49	19	30	1139	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	2										2						488	3	19	29	49	1131
No	63	1	2	27	43	16	25	19	30	1137	50	2	42	22	34	1136	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	26	0	0	9	35	6	23	11	42	1133	21	0	38	19	43	1133	3546	2	25	35	38	1134
No	39	1	3	18	46	10	26	10	26	1140	31	3	42	23	32	1138	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	65	1	2	27	42	16	25	21	32	1137	52	2	40	21	37	1136	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	26	0	0	13	50	6	23	7	27	1138	21	0	48	19	33	1137	7239	8	43	33	17	1142
Male	39	1	3	14	36	10	26	14	36	1136	31	3	35	23	39	1135	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	65	1	2	27	42	16	25	21	32	1137	52	2	40	21	37	1136	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						295	42	53	4	0	1159
No	65	1	2	27	42	16	25	21	32	1137	52	2	40	21	37	1136	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	0	0	0	0	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	25	38	19	37	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	13	20	9	17	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	27	42	24	46	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	5.48	36.5	5.51	36.7	6.41	42.7
Cluster 2: Physical Sciences	14	25	5.76	41.1	5.49	39.2	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	4.87	34.8	4.66	33.3	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	5.71	43.9	5.55	42.7	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Calais School Department  
School: Calais Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	65	0	0	25	38	13	20	27	42	1139	52	0	37	17	46	1138	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	0										0						269	0	20	14	65	1134
American Indian or Native Alaskan	1										0						92	1	24	28	47	1138
Asian or Pacific Islander	0										0						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	64	0	0	25	39	13	20	26	41	1139	52	0	37	17	46	1138	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	1	9	9	82	1131	9	0	11	0	89	1130	1879	0	11	17	72	1133
No	54	0	0	24	44	12	22	18	33	1140	43	0	42	21	37	1140	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	2										2						519	1	18	19	62	1134
No	63	0	0	25	40	13	21	25	40	1139	50	0	38	18	44	1139	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	25	0	0	6	24	5	20	14	56	1136	21	0	29	14	57	1137	3651	1	26	24	49	1137
No	40	0	0	19	48	8	20	13	33	1140	31	0	42	19	39	1139	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	65	0	0	25	38	13	20	27	42	1139	52	0	37	17	46	1138	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	26	0	0	8	31	6	23	12	46	1137	21	0	29	24	48	1137	7277	1	37	26	36	1140
Male	39	0	0	17	44	7	18	15	38	1139	31	0	42	13	45	1139	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	65	0	0	25	38	13	20	27	42	1139	52	0	37	17	46	1138	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	13	80	5	3	1152
No	65	0	0	25	38	13	20	27	42	1139	52	0	37	17	46	1138	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number